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Board for Vocational Education would object to being included in any general scheme of education. In the present reports one sees the reasons why this is so. The board has set itself at work to develop a huge system of practical education in the United States. It is accomplishing its purpose in a very vigorous and comprehensive way. Before the breach between practical education and general education becomes too wide, there ought to be some way of bringing this new influence into co-operation with the general educational scheme which has been traditional in the country and which is in its larger aspects broad enough to include all of these practical types of training.

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*Information for the community.*—The school system of Ithaca, New York, has published two volumes<sup>1</sup> which will undoubtedly attract the interest of the people of that city. Reference is made to these pamphlets because they suggest to other schools the possibility of similar publications addressed to citizens who are expected to be enthusiastic in their support of the schools.

One of the pamphlets contains a historical sketch of the Ithaca schools together with a reproduction of the charter on which the school system is based. The second volume contains a full statement of the rules and regulations and by-laws of the schools. The importance of a publication of this sort is not only in the information which it gives but also in the publicity which it provides for the actions of the board of education. There are a great many rules and regulations that a board is likely to pass if it does not believe that the community at large is interested in its activities which would be more carefully thought over if it were recognized that the community is to pass judgment on the wisdom of these rules. Indeed, it would be possible in many school systems to find rules and regulations that would not last at all if they had to see the light of general publicity. The Ithaca school system has therefore taken a step of very great wisdom in presenting all of its operations to the people and at the same time checking up its own official acts through this publication.

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*References on home economics.*—The literature on home economics has been so rapidly extended, especially during the war when the interest in food and clothing was acute, that it has become almost impossible, even for one who has access to well-equipped libraries, to keep track of all that is being written in this field. Much of the material is popular in its character and can be used as supplementary reading outside of the home economics class itself. Even the technical literature that relates to home economics classroom work has multiplied rapidly in recent years. The Bureau of Education has rendered a service to schools in bringing together a comprehensive list of this material.<sup>2</sup>

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<sup>1</sup> *Ithaca Public Schools: Our Point of View.* By F. D. Boynton, Superintendent. Pp. 38. *Ithaca Public Schools: Manual of the Board of Education.* Pp. 72. Ithaca, New York: Ithaca Public Schools, 1919.

<sup>2</sup> CARRIE ALBERTA LYFORD, "Bibliography of Home Economics," *Bureau of Education Bulletin No. 46*, 1919. Washington: Department of the Interior. Pp. 103.